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ABSTRACT

This guide was developed to accompany a series of 16 seminars on parenting offered by the Brookhaven College Child Development Program to help meet the concerns and needs of working parents in a time of changing lifestyles and family patterns. In addition to providing an overview of each seminar topic, the guide contains informational essays and/or guidelines on: (1) developing effective parenting skills; (2) children and television; (3) pros and cons of various types of child care arrangements; (4) determining the quality of care by looking at the caregiver; (5) positive and negative aspects to look for when visiting a day care center; (6) characteristics of appropriate child care facilities; (7) selecting toys; (8) the values of play; (9) the physical growth and development of young children; (10) Piaget's stages of cognitive development; (11) Erikson's eight stages of man; (12) Kohlberg's theory of moral development; (13) communication skills for parents; (14) developing responsibility in children; (15) age appropriate behaviors; (16) helping children identify feelings; (17) building a positive self-concept; (18) features of a good self-concept; (19) sources of vitamins and what they are needed for; (20) children's health status; (21) safe toys for children; and (22) "child-proofing" the home and yard. The guide also includes a list of community agencies available for referral, recipes for art materials, and a bibliography. (DAB)

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JC 830 106

BROOKHAVEN COLLEGE CHILD DEVELOPMENT PROGRAM

"PARENTING IN THE '80s"

STUDENT GUIDE

Project funded by
TEXAS DEPARTMENT OF COMMUNITY AFFAIRS
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Summer 1982

"PARENTING IN THE '80s"

INTRODUCTION

Being a parent in the 1980's is exciting, demanding, challenging, rewarding and complex. Today's changing lifestyles and family patterns document that parents can no longer raise their children the way they were raised.

Current projections by the Bureau of Labor Statistics are that by 1990, 90% of all women in the work force and 23.3 million children under six with working mothers will need child care and support services.

The Census states that the labor force participation rate for Texas mothers with children under six has increased 50% in ten years. Of the women in Texas who work, 84% do so out of economic necessity, and 23% of those women are the sole supporters of their children. Two hundred and fifty days a year x 10 hours per day equals 2500 hours of child care that are needed per year per child.

According to the Carnegie Council on Children, there has been a 700% increase since the turn of the century in the number of children affected by divorce. In addition, our economy has created the necessity for both parents in two-parent families to be gainfully employed.

Statistics only hint at the personal stresses that accompany these multiple styles of today's family life. For example, parents worry about:

-- feelings of guilt
-- harming their children by neglecting them
-- how to find quality child care
-- understanding their child's growth and development
-- how to deal with changes in relationships between parents as well as between parents and children
-- dealing with changing roles within the family
-- having no guidelines or support for raising children
-- resources available for family needs, etc.

The shift in traditional family functions creates a need for a program that underscores the strengths of the family unit, whether two working parents,

working step-parents, or single-working parent, and offers a support system for working parents in the 1980's.

With a grant from the Texas Department of Community Affairs, Children and Youth Division, the Brookhaven College Child Development program has developed a series of seminars on parenting to help meet the concerns and needs of working parents. The seminars are free and are offered at industrial, retail and medical facilities. The sessions are held twice a week for eight weeks, meeting on site during lunch hours or late afternoon. Brookhaven College Child Development faculty members teach the seminars. Each parent/participant receives a Student Guide written especially for "Parenting in the '80s."

For the past four years, The Brookhaven College Child Development program has offered students an in-depth study of young children from birth to twelve years of age in conjunction with the Brookhaven Parent-Child Study Center that provides students with day-to-day involvement with young children, three months to five years of age. The parent education seminars, "Parenting in the '80s" are an extension and support service of the Child Development program relating to the immediate needs of working parents and their families.

Hilda Linn

BROOKHAVEN COLLEGE CHILD DEVELOPMENT PROGRAM

"PARENTING IN THE '80s"

WEEK	HOUR	TOPIC
1st week	I	What are working parent concerns.
	II	What is quality child care time.
2nd week	I	Selection of appropriate child care facility.
	II	Selection of appropriate toys and activities for young children.
3rd week	I	Child growth and development overview.
	II	Physical growth and development of young children.
4th week	I	Intellectual growth and development of young children.
	II	Language development of young children.
5th week	I	Social/Emotional development of young children.
	II	Family relationships.
6th week	I	Overview of guidance techniques with young children.
	II	Application of appropriate guidance techniques.
7th week	I	Overview of nutrition, health and safety for young children.
	II	Nutrition, health and safety at home with young children.
8th week	I	Resources available for families.
	II	Concluding discussion of parent concerns.

16 hours of course participation

"PARENTING IN THE '80s"

1st Week

I. WHAT ARE WORKING PARENT CONCERNS

Overview: To identify specific concerns of the group and to determine different family values by exploring parent's childhood life style and family traditions as they relate to parenting skills used with their children today.

- specific concerns of parents participating in seminars
- specific values important for children
- parenting skills

II. WHAT IS QUALITY CHILD CARE TIME

Overview: To determine the definition of quality time spent with children in the family by exploring specific ways of enriching family life styles.

- define quality child care time
- specific ways to incorporate past family traditions into present family life styles
- community resources available to parents to help enrich family life

"PARENTING IN THE '80s"

1st Week

GUIDELINES FOR DEVELOPING EFFECTIVE PARENTING SKILLS

Parenting is a skill adults are somehow expected to intuitively know. With the pressures of rapid social change, conflicting values, and isolation from extended families, parents often feel overwhelmed by the complexity of parenthood.

Today's parents rarely have their own parents to ask for advice or council. Even when grandparents live close by, the solutions to yesterday's problems somehow do not seem to answer questions parents are facing in the '80s.

With this backdrop of change it is sometimes important for parents to learn new parenting skills or to bring their prior skills into a sharper focus.

Understanding a child's behavior is one skill important for parents to develop. Rudolf Dreikurs, M.D. developed a theory that states all behavior has a social purpose or goal, and that it is the parent's responsibility to discover the goal behind the child's behavior. According to Dr. Dreikurs, these goals may be: to seek attention, to gain power, to get revenge, or to show feelings of inadequacy.

Since a child is not born with self-control it remains up to the parents to set limits on his/her behavior. Limits should be fair, reasonable and appropriate for the age of the child. A child needs help in controlling his/her behavior for two reasons: to protect the child from being hurt and to help the child develop inner-control

of his/her behavior. Limits that are appropriate for the situation and which are consistently enforced give a child the feeling of security and belonging.

Another skill parents need is the ability to communicate effectively. Communication implies listening as well as talking. Effective communication means listening for feelings as well as understanding.

Parents need to be specific when they are giving instructions to a child. Phrases such as "in a little while" or "bring me a piece of paper" are hard for a child to understand.

Indirect guidance is another technique parents can use to guide a child's behavior. Such guidance would include placing toys or clothes at a level the child can reach. A stool placed in front of a sink or light switch helps to foster independence.

The use of natural and logical consequences is a technique which helps develop responsibility in a child. With this method a child begins to understand the direct consequences of his/her behavior. If a child "dawdles" too long or sleeps too late, he/she is late for school. If a child does not eat at mealtime, he/she gets very hungry before eating time comes again. In this way a child will experience the reality of the consequences of decisions. A child should never be allowed to place himself/herself in a dangerous situation where the possible consequences are just too great, but at the times when a child has a real choice, a "wrong decision" will be very effective in developing a sense of autonomy. When using this approach, parents are relieved of such unpleasant behavior as undue reminding, coaxing, nagging, threatening, or punishing.

Ethel Waring, in her book Principles for Child Guidance, discusses a child's need for security and self-confidence and the adult's role in fostering these feelings. When the adult shows approval for what a child has done, he is teaching values. When help is given abilities are stimulated. A child who is given respect learns to respect himself/herself and others. Adults who nurture and give affection develop feelings of security in a child.

Whatever techniques a parent uses to guide and direct his/her child, those techniques need to support socialization and to foster a positive self-concept.

Marjie Nolley
1982

"PARENTING IN THE '80s"

1st Week

CHILDREN AND TELEVISION

Television is a member of a young child's family. Recent research shows that 97 percent of all the homes in the United States have one or more television sets. With the advent of television, 60 percent of American families have changed their sleeping habits, 55 percent have altered their meal times, and 78 percent use TV as a babysitter.

A child in our society will spend the equivalent of 3,000 entire days or nearly nine years of his life watching television. By the time a child is five years old, he will have as many contact hours with television as are required for a Bachelor of Arts degree.

With this much input from television, one would assume that children are influenced by what they see. Television is a tremendous force that helps shape these children's attitudes and provides them with random experiences from which they will draw for the rest of their lives.

T. Berry Brazelton, pediatrician, feels that "Even though we have to face the fact that television is not the best medium for a child to be exposed to, it does have an undeniable importance in the world today. From all the evidence it looks as if it is going to be around for a very long time, and we simply have to come to terms with it."

Rose Mukerji of Brooklyn College, The City University of New York, has researched the use of television in the home in the early childhood years. Her results show that characteristics of a child's play mirror some characteristics of television. She explains,

> "A child's play is intensely concentrated and focused; he honestly does not hear you when you call him. Television techniques can concentrate on an image so that it fills the screen with the eye of a grasshopper, and you are captured by that image.... A child's play is full of sound and action. TV, too, is all sound and motion.... When a child plays, he is a terrifying monster one moment and the victim of that same monster the next. But, he can stop when he wants to-so he is psychologically safe. He is in control; that is why the act of play is so crucial to him. As for television, it may look like the real thing, but it is not his real life. There is always a degree of psychological distance between those TV images and him."

(The above paragraphs are excerpted from the Masters Thesis of Hilda Linn.)

"PARENTING IN THE '80s"

CHILDREN AND TELEVISION

by

Hilda Linn
Instructor/Coordinator Child Development
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USE TELEVISION AS A POSITIVE PART OF A CHILD'S ENVIRONMENT

...Share television viewing as a family experience.

...Choose TV programs in much the same way other family activities are selected.

...Offer diversions other than the TV set.

...Discuss parental values by viewing a "bad" program as well as a "good" one.

...Watch television with the lights on. This creates a warm, non-threatening atmosphere.

...Choose to turn OFF the television set after the selected program is over.

...Talk about TV with children, this keeps contact with what they are thinking and feeling.

...React realistically to TV programs, over-reaction could increase attraction for children.

...Let older children watch more television than younger ones. Their interests are wider and they have more programs available to them.

...Think twice before using TV as an instrument of discipline for punishment and reward. This sometimes places more importance on television than intended.

"PARENTING IN THE '80s"

2nd Week

I. SELECTION OF APPROPRIATE CHILD CARE FACILITY

Overview: To determine criteria for the selection of a child care facility, and to set guidelines for judging the appropriateness of a child care facility in relationship to individual children and their families.

- criteria which must be considered before selecting a child care facility
- types of child care arrangements
- positive and negative factors of each child care setting
- guidelines for judging appropriate child care arrangements including visiting and observing by parents

II. SELECTION OF APPROPRIATE TOYS AND ACTIVITIES FOR YOUNG CHILDREN

Overview: To determine criteria for appropriate and safe toy selection and to understand how children's needs are met through specific activities based on the developmental stages of young children.

- criteria for toy selection
- toy safety
- specific toys with suggested age appropriateness
- values of play
- information on safety available to parents

"PARENTING IN THE '80s"

2nd Week

SELECTION OF APPROPRIATE CHILD CARE FACILITY

Pros and Cons of each type of child care arrangement.

Various arrangements for child care are open to parents needing care for their children. These choices generally fall between: family members, neighbors or friends, a sitter in the child's home, a day care center, or a registered day home provider. Each arrangement has positive and negative aspects which should be considered before deciding upon permanent child care.

One major concern is the qualifications of the person or persons caring for your child. No matter what kind of equipment, philosophy, or activities a child care facility offers, the interaction between child and adult is the most important factor to a satisfactory child care experience.

Two things which must be expected of any child care facility are, consistency and reliability. No matter what type of facility you choose, it must be available when you need it and you must be sure the child is safe.

If you are considering a friend, relative, or a day home provider, these questions must be considered. What arrangements will be made if the caregiver is ill? Will their vacation or days off be the same as yours? How well does this person get along with your child and will your child be happy staying with this one person all day? Is the caregiver's style of guidance and discipline consistent with your ideas and values? If you prefer a person to care for your child in your home, you need to be aware of the amount of household chores that will be required of this person. How will you monitor the quality of care being given to your child?

Other considerations are the location of the facility and the cost of care. Do you prefer a center close to your home? Would you rather have your child close to you while you work? Or would you prefer some place in between? School-age children will probably require a center close to the school they attend. Another important consideration will be how much of the family income can be devoted to child care. Will you be expected to pay for holidays and vacations, or days when the child is out sick?

If you are considering a child care center, you can be reasonably sure it will be open most days of the year. However, other considerations have to be made. Is the facility licensed by the State of Texas? State law requires a facility caring for more than twelve children for less than 24 hours a day to be licensed. This will assure you of minimum standards regarding safety,

Pros and Cons of each type of child care arrangement continued

nutrition, space per child, and the number of adults per child.

There are other things you may feel are important. Do you want your child to receive religious training? Do prefer a center which uses a particular philosophy or a small center owned and operated by one person? If these are your preferences, they will be available but you may have to compromise on a convenient location and in some cases, you must be willing to pay a higher tuition.

The quality of any program rests primarily with the staff caring for the children. This personal interaction is more important than whatever equipment, philosophy or activities which may be present.

Marjie Nolley
1982

"PARENTING IN THE '80s"

2nd Week

DETERMINING THE QUALITY OF CARE BY LOOKING AT THE CAREGIVER

Exceptional care is furnished by a person who:

Has a daily schedule, planned to meet the needs of children, posted in the room.

Obviously enjoys being with children as evidenced by relaxed conversation, smiling and laughing with children. Has physical contact with children through hugs, holding, etc.

Provides meaningful activities, which are changed on a regular basis.

Sets reasonable limits which are fair and consistently enforced.

Is available to the children to answer questions, to ask questions, and to help children settle disagreements.

Gets on a child's eye level when talking to him or her.

Walks over to child or group of children to talk rather than shouting across the room.

Maintains a safe and healthy environment.

Adequate care is furnished by a person who:

Seems to follow a plan but has no written schedule.

Likes children, talks and laughs with children, but has little physical contact with them.

Provides activities but rarely changes them. Activities are not planned for specific children.

Sets limits but is not consistent in enforcing them.

Answers questions with "yes" or "no" but does not expand children's knowledge or encourage curiosity or creativity in children.

Maintains a safe environment but does not model or teach good health practices.

Inadequate care is furnished by a person who:

Plans activities around T.V. schedule. Little regular routine, schedule is planned to meet the needs of adults only.

Inadequate care is furnished by a person who: continued

Has little contact with children except to give direction or to correct them. Avoids physical contact at all costs.

Displays disgust at dirty or soiled hands, clothing, faces. Provides few activities and expects children to entertain each other. Equipment may be broken, incomplete, or inappropriate for age of children.

Limits are rigidly enforced, mostly for the benefit of the adults. Or no limits are set until children are hurt or behavior interferes with adults' comfort. Ignores rules of safety and hygiene.

Marjie Nolley
1982

"PARENTING IN THE '80s"

2nd Week

UPON VISITING A DAY CARE CENTER, BE SURE TO STOP! LOOK! AND LISTEN!

BE REASSURED IF YOU SEE:	WATCH OUT IF YOU SEE:
A room that looks lived in.	A room that has a show-case look.
A playground with plenty of climbing equipment, barrels, big boxes, sawhorses, etc.	A playground that has mostly realistic toys like fire-engines, automobiles, swings that a child has to be lifted onto.
A child using a paint brush or crayon or shaping clay in his own, unique way.	Children filling in coloring books or trying to copy a teacher's design.
Paintings, collages, crayonings by many different children which are displayed equally.	The work of one child proudly displayed as the best.
Children being helped with the hard parts of putting on or taking off their clothing.	Children being refused help when they need it.
Children who are not interested in a story playing quietly instead of having to remain with the listeners.	All the children commanded to sit in a circle for story time.
Children beating homemade drums or clapping hands to the piano or record player tempo and enjoying it.	Children being drilled to memorize songs.
An adult moving in quietly between two children who are about to fight.	An adult scolding or punishing a child for hitting another.
The mother of a "new" child sitting quietly where her child can see her.	A mother of a weeping child told to leave while he is not looking.

UPON VISITING A DAY CARE CENTER, BE SURE TO STOP! LOOK! AND LISTEN!

BE REASSURED IF YOU HEAR AN ADULT SAY:	WATCH OUT IF YOU HEAR AN ADULT SAY:
"I know it hurts."	"You're too big to cry."
"Let's find some dry pants."	"Aren't you ashamed?"
"Too bad. I'll help you mop it up."	"You're so clumsy! Look how nicely Joe did it."
"Let's get the other pail and then you can both make cakes."	
"It's Barbara's turn now."	"Give it to Barbara, now!"
"Let's pull the wagon over here where there is more space."	"Don't get in the other children's way."
"I guess it feels good to pound the clay really hard today, doesn't it?"	"That doesn't look like anything to me! You can do better than that."
"Let's see if you can do it all yourself."	"You're too big to need help."

Adapted from "How to Choose a Nursery School" by Helen Steers Burgess Public Affairs Pamphlet.

"PARENTING IN THE '80s"

2nd Week

GUIDELINES FOR APPROPRIATE CHILD CARE FACILITY

1. There is ample indoor and outdoor space: about 35 square feet of free space per child indoors and 100 square feet of space outdoors.
2. Safe, sanitary, and healthy conditions must be maintained.
3. The child's health is protected and promoted.
4. A good center helps children to develop wholesome attitudes toward their own bodies and bodily functions.
5. The importance of continuity in the lives of young children is recognized without over-stressing routines or rigid programing.
6. A good center provides appropriate and sufficient equipment and play materials and makes them readily available for each child's enjoyment and development.
7. Children are encouraged to use materials to gradually increase their skills for constructive and creative processes.
8. Children are helped to increase their use of language and to expand their concepts.
9. Opportunities for the child's social and emotional development are provided.
10. Because young children are so closely linked to their fathers and mothers, a good center considers the needs of both parents and children.
11. Consideration is given to the entire family's varying needs, along with special recognition for the growth and protection of the child enrolled.
12. There are enough adults both to work with the group and to care for the needs of the individual children.
13. A good center does more than meet the minimum standards set for licensing by the state and/or federal regulating agency.
14. Staff members have a positive outlook on life. They realize that human feelings are most important.

GUIDELINES FOR APPROPRIATE CHILD CARE FACILITY continued

15. The adults in a good center enjoy and understand children and the process by which they learn.

16. Because the entire staff has a direct or indirect influence on each child, all members try to work with one another.

17. In a good center, staff are alert to observing and recording each child's progress and development.

18. The good center uses all available community resources and participates in joint community efforts.

The National Association for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009.

"PARENTING IN THE '80s"

2nd Week

GUIDELINES TO HELP WITH THE SELECTION OF TOYS

Choose toys with care. Keep in mind the child's age, interests, and skill level.

Look for quality design and construction in all toys for all ages.

Make sure that all directions or instructions are clear to you, and, when appropriate, to the child. Plastic wrappings on toys should be discarded at once, before they become deadly playthings.

Be a label reader. Look for and heed age recommendations, such as "not recommended for children under three". Look for other safety labels including: "Flame retardant/flame resistant" on fabric products and "Washable/hygenic materials" on stuffed toys and dolls.

Buy wheel toys and bikes that match the child's size. If a child and a bike are the wrong size for each other, that bike is almost impossible to control.

SAFETY TIPS

Sharp edges: new toys intended for children under eight years of age should, by regulation, be free of sharp glass and metal edges. With use, however, older toys may break, exposing cutting edges.

Small parts: older toys can break to reveal parts small enough to be swallowed or to become lodged in a child's windpipe, ears, or nose. The law bans small parts in new toys intended for children under three. This includes removable small eyes and noses on stuffed toys and dolls, and small removable squeakers on squeeze toys.

Loud noises: toy caps and some noisemaking guns and other toys can produce sounds at noise levels that can damage hearing. The law requires the following label on boxes of caps producing noises above a certain level: "WARNING - do not fire closer than one foot to the ear. Do not use indoors." Toys producing noise that can injure a child's hearing are banned.

Cords and strings: toys with long strings or cords may be dangerous for infants and very young children. The cords may become wrapped around an infant's neck, causing strangulation. Never hang toys with long strings, cords, loops, or ribbons in cribs or playpens where children can become entangled.

Sharp points: toys which have been broken may have dangerous points or prongs. Stuffed toys often have wires inside the toy which can cut or stab if exposed. A CPSC regulation prohibits sharp points in new toys and other articles intended for use by children under eight years of age.

Propelled objects: projectiles, guided missles, and similar flying toys, can be turned into weapons and can injure eyes in particular.

Children should never be allowed to play with adult lawn darts or other hobby or sporting equipment that have sharp points. Arrows or darts used by children should have soft cork tips, rubber suction cups, or other protective tips intended to prevent injury. Check to be sure the tips are secure.

All toys are not for all children: keep toys designed for older children out of the hands of little ones-chemistry sets or hobby items can be extremely dangerous if misused. Teach older children to keep their toys away from younger brothers and sisters.

Even balloons, when uninflated or broken, can choke or suffocate if young children try to swallow them. More children have suffocated on uninflated balloons and pieces of broken balloons than on any other type of toy.

Electric toys: electric toys that are improperly constructed, wired, or misused can shock or burn. Electric toys must meet mandatory requirements for maximum surface temperatures, electrical construction, and prominent warning labels. Electric toys with heating elements are recommended only for children over eight years of age. Children should be taught to use electric toys cautiously and under adult supervision.

MAINTAINING TOYS

Check all toys periodically for breakage and potential hazards. A dangerous toy should be thrown away or repaired immediately. Edges on wooden toys that might have become sharp or surfaces covered with splinters should be sanded smooth. When repainting toys and toy boxes, check the labels and make sure the paint you are using is lead free. Examine all outdoor toys regularly for rust or weak parts that could become hazardous.

STORING TOYS

Teach children to put their toys safely away on shelves or in a toy chest after playing to prevent trips and falls. Toy boxes, also, should be checked for safety. Use a toy chest that has a lightweight lid that can be opened easily from within. The lid should stay open when raised and not fall unexpectedly on a child. For extra safety, be sure there are ventilation holes for fresh air. Watch for sharp edges that could cut and hinges that could pinch or squeeze. See that toys used outdoors are stored after play-rain or dew can rust or damage a variety of toys and toy parts creating hazards.

YOUR RESPONSIBILITY

Protecting children from unsafe toys is the responsibility of everyone. Careful toy selection and and proper supervision of children at play is still, and always will be, the best way to protect children from toy related injuries. (U.S. Consumer Product Safety Commission)

"PARENTING IN THE '80s"

2nd Week

WHAT ARE THE VALUES OF PLAY?

Throughout the ages the activity called play has been viewed in different ways. During the 17th century, childhood was not recognized as being different from adulthood. Children were believed to be only miniature adults and they were expected to perform adult tasks as soon as they were physically able. Children played as they learned to perform adult skills.

By the eighteenth century play behavior was supressed. In England play spaces outdoors were not available, and playing in the streets was prohibited.

During the nineteenth century the play behavior of children was recognized as being different from adult tasks and considered as appropriate for children. Play was encouraged and with the advent of the study of psychology this behavior was studied by several different people. With the observation and study of children, scientists began to try to define play. It was described as: (a) an activity undertaken for its own pleasure, (b) an activity for practicing social and physical skills, and (c) an activity which rids children of excess energy.

Friedrich Froebel, the German educator, described play as the "highest expression of human development in childhood."

Maria Montessori, an Italian doctor and educator, believed that play was "the work of the child."

Jean Piaget, a Swiss psychologist, believed children formed mental patterns during play which helped him "learn to learn."

John Dewey, an American educator, wrote that the play attitude gradually changes into a work attitude; therefore play is necessary to every endeavor. According to Dewey, play behavior is the result of children investigating and testing their environment. Play is an activity engaged in for its own sake. He believed there was an element of play/work in every activity.

The importance of play was emphasized recently by T. Berry Brazelton, M.D., who during a trip to India, saw thousands of school-age children who seemingly had no skills for learning and could not be taught to read or write. In studying this problem Dr. Brazelton and his colleagues found the usual effects of poor nutrition. But the largest contributor to the condition of these children was a complete lack of interaction with adults and the environment. The result was that in the devistatingly improverished lives of these children, they had never learned to play.

The most obvious benefit of play is probably in the area of physical development. Running, climbing, peddling, etc. are all normal childhood play activities which develop large muscles. Cutting paper, coloring, and building with small blocks are all activities which develop small muscles and eye-to-hand coordination. The development of both large and small muscle control is necessary for the acquisition of reading and writing skills.

Play also permits children to display a wide range of emotions and to safely express feelings. Through pretending, children are able to try on social roles they may be expected to assume in adult life.

PLAY continued

Through trial and error play with raw materials (i.e. sand, water, etc.)children are understanding and gaining mastery over their environment. Feelings of anger, frustration, and hostility can be released through building up and tearing down, and pounding and hitting. Water may be splashed gleefully or poured carefully from container to container.

Children also use play to express creativity. Building with blocks, singing, painting or dancing all give children creative outlets.

Four stages of play are outlined by Butler, Gotts and Quisenberry in their book Play As Development. The first stage is a practice stage. This stage signifies the beginning of play where motions are repeated over and over again. It involves all the sucking, poking, banging behaviors of infants and children under two years of age.

The productive stage covers the period from about two through three years of age. During this time children no longer repeat motions over and over. They have learned how to manipulate toys and they are now able to use toys to satisfy their own purpose.

Reproductive play begins at age four and begins to wain about age seven. Play now has taken on more structure and toys are used in more conventional ways. Through their behavior, children reveal their understanding of the physical and social aspects of their environments. Children use imagination to recreate different social roles. They take turns behaving in ways they believe adults behave. They are able to limit themselves to the behavior expected by the role they have assumed. Children make up rules for themselves and each other to follow. During this stage, children play to reproduce, for themselves, the social realities of their environment.

PLAY Continued

The next stage, games with rules, extends from about seven to twelve years of age. While dramatic play and social interactions continue to be important, the making and accepting of rules are now reoccurring themes in children's play. These games have significant implications for the formation of future attitudes toward the laws of society. By focusing on rules, children discover that although they may have a part in creating rules, once rules are adopted they are bound by them. Through their play children begin to understand that social agreements are binding , so long as the game continues.

Though research indicates play behavior is a natural, normal, and necessary part of childhood, there is a deeper importance to the meaning of play. Play indicates a commitment to one's own experience. Play is entered into voluntarily and during play the player makes choices. Games are in part an imitation of the larger culture and in some ways the players seem to be molded by their games.

Playing children are motivated primarily by the enjoyment of the activity. This commitment to the joy of living is a major rehearsal for later enjoyment of work or play. Without the ability to enjoy life, the long years of adulthood would indeed be wearisome and dull.

Marjie Nolley
1982

Sources:

Butler, Annie, et al, Play As Development, Columbus, Charles E. Merrill, 1978.

Brazelton, T. Berry, "How Children Play and What They Learn", Redbook, August, 1981.

Smith-Sutton, Brian, "Children at Play, Readings In Human Development, '76-'77, Dushkin Publishing Group, 1976.

Strom, Robert, editor, Growing Through Play, California, Brooks/Cole Publishing Company, 1981.

"PARENTING IN THE'80s"

3rd Week

I. CHILD GROWTH AND DEVELOPMENT OVERVIEW

Overview: To understand that normal growth and development is accomplished through a series of sequential stages and that the time table for the stages will differ from child to child. To emphasize the importance of the parental role in fostering growth and development.

- normal sequence of growth and development in young children
- factors which influence the growth and development of children
- importance of parents' role in the normal development of children
- community resources available to help with the understanding of growth and development of children

II. PHYSICAL GROWTH AND DEVELOPMENT OF YOUNG CHILDREN

Overview: To identify the progression of normal physical growth from birth to twelve years of age by emphasizing the importance of play to the child's physical development and by understanding the importance of physical and motor development to the child's self-concept.

- areas of physical growth, infancy through age 12
- physical changes effecting locomotion, manipulation and coordination during the period from infancy to age 12
- relationship between physical growth, motor development and intellectual development
- appropriate physical activities for children

"PARENTING IN THE '80s"

3rd Week

PHYSICAL GROWTH AND DEVELOPMENT OF YOUNG CHILDREN

PHYSICAL GROWTH AND DEVELOPMENT

The rate of physical growth is incredibly fast from conception to birth but, after birth, it slows considerably and continues to be slower and slower until full growth is attained.

Infants are born with reflexes such as: sucking, coughing, blinking, and crying, which all continue throughout their lifetimes.

The rate of physical growth is largely determined by an individuals inner biological clock or rate of maturation. Thus, a four year old child may be tiny, petite, and light of weight and still be as physically mature as another four year old who is larger and heavier in weight. Physical growth and development depends upon genetic inheritance, environment, nutrition, and health. Physical growth is usually thought of as a description of how tall or how heavy a person of a particular age is, but it also includes how the muscles develop, how rapid the brain has developed since birth and the maturity of the skeletal frame.

The infant first holds his head up before he can hold his chest off a flat surface and much farther development must take place before he can sit alone. All of this is dependent upon the development of the strength of the muscles involved and the development of the ability to balance one's body.

Sitting alone is followed by crawling, then standing with help, and, finally, by walking alone. Walking is rapidly followed by running and climbing.

Development proceeds from head to toe and from mid-chest out to fingertips. Thus, the child can hold up his head and move it from side to side before he can control his leg muscles and use them to walk. The infant progresses from grasping objects to being able to let go of the grasp. A child can grasp with a whole hand before he can use only his fingers and thumb in a pincer movement.

Locomotion and muscle coordination progresses from walking to running. Climbing steps one foot at a time gives way to climbing on alternate feet. Hopping on two feet is accomplished before being able to skip or hop on one foot. These skills are usually accomplished by about the age of four years and six months.

Growth occurs in spurts and in predictable but uneven patterns. This causes the appearance of the child 6-12 years old to sometimes be out of proportion. Long, gangling legs and arms seem

out of tune with the rest of the trunk and new larger teeth give the body a top heavy appearance. This uneven growth sometimes causes clumsy awkward movement for a short period of time.

The middle-aged child is growing in strength and physical skill, which enables him/her to have greater confidence in his/her abilities. Girls at this stage are quite often taller and more mature physically and sexually than boys the same age. By adolescence the body has caught up with the limbs and the face has "grown into" the new permanent teeth. The body proportions, head, limbs, and trunk have taken on a more adult appearance and now most growth will be in sexual maturity and additional height for males.

"PARENTING IN THE '80s"

4th Week

I. INTELLECTUAL GROWTH AND DEVELOPMENT OF YOUNG CHILDREN

Overview: To identify the sequence of intellectual development of children and to set realistic cognitive goals by discussing factors that influence a child at each stage of development, as well as developing guidelines to evaluate activities which promote intellectual development.

- Jean Piaget's stages of cognitive development, infancy through age 12
- factors influencing intellectual development
- ways children learn
- play as a natural medium for learning

II. LANGUAGE DEVELOPMENT OF YOUNG CHILDREN

Overview: To understand the normal development of language by identifying factors which influence language development, and recognizing daily activities which encourage language development.

- stages of language development
- child's use of questions
- appropriate techniques for adults to use when answering children's questions
- factors which influence a child's acquisition of language
- daily activities for encouraging language development in infants and pre-schoolers

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4th Week

INTELLECTUAL GROWTH AND DEVELOPMENT OF YOUNG CHILDREN

JEAN PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

Infancy to the Onset of Language	Implications	Activities
Sensorimotor Learning occurs through interaction with things in environment through touching, seeing, hearing, smelling. Child must use muscles and senses to perceive environment.	Environment must be free of safety hazards. Child must be free to feel, hear, taste and smell a variety of objects.	Opportunities to use toys which the child can manipulate, put together, and take apart. Toys which use large muscles and locomotion skills in safety.
During this period, the child will gain locomotion skills, understand the permanence of objects, distinguish between persons and show preference for specific persons.	Treats other people and animals as objects.	Opportunities to investigate environment through senses, indoors and outdoors.
	Human face holds attention longer than anything else.	Social games with adults such as "Peek-a-Boo" and "Trot a Little Pony."
	Child moves from primitive to a more complex manner of problem solving.	Requires cuddling, holding, and being talked to by caregivers.
2 years to 7 years		
Preoperational		

JEAN PIAGET'S STAGES OF COGNITIVE DEVELOPMENT continued

2 years to 7 years	Implications	Activities
Preoperational Expansion of vocabulary and communication skills is considerable.	Child's thought processes, logic, and understanding of problems are different from adults.	Fantasy or pretend play offered in a variety of ways.
Able to group objects by categories but only one category at a time, i.e., color or shape. Therefore, child is unable to understand relationships between objects.	Child must be able to interact with objects in the environment in order to learn from them.	Objects to manipulate, count, and sort.
Fact and fantasy are not always easily separated in child's thoughts; therefore, he belives himself capable of great feats.	Child needs concrete objects to manipulate in order to learn numbers, letters, or science concepts.	Opportunities to create through paint, clay, or playdough, scissor and paste activities.
Child is egocentric; therefore, unable to take another person's point of view, i.e. child talks to adults as if you knew everyone and everyplace he knows.	Child needs opportunities to increase meaningful communication skills.	Opportunities to use large muscles.
Language gives the child an opportunity to interact socially with others and engage in imaginary play.	Opportunities to use large muscles and to refine control of small muscles.	Adults to talk to and to listen to.
	Learning by rote or memorization has little meaning.	Stories, records, music to listen to.
	Because child has power of language, adults assume he has understanding too.	Playmates to relate to, to learn to get along with, and to engage in imaginative play with.
		Opportunities for water play and play in sand or soil.
		Child needs to be given good feelings about himself through

JEAN PIAGET'S STAGES OF COGNITIVE DEVELOPMENT continued

2 years to 7 years	Implications	Activities
		approval, love and being successful at what he does. General activities which foster cognitive development. a. blocks (large and small) b. art or creative media c. table games and toys to manipulate d. books, stories to invite verbal play e. toys which promote imagination and fantasy. Dolls, wheel toys, blocks, sand, and water.
7 years to 11 years		
Concrete Operations Child is able to solve problems using only symbolic representation. Able to manipulate ideas without the aid of a concrete object. Able to take into account several aspects of the same object and reach a correct conclusion.	Uses systematic approaches to problem solving. Ready for introduction to math problems. Thought limited in understanding of abstract terms. Able to see relationships between concrete things.	Addition, subtraction, larger than, smaller than. Books with more plot and complex characters. Logical thinking, closer to adults logic when solving problems. Child is ready for more academic learning, problem solving, and reasoning. He is able to understand the relationship between his behavior and the behavior of others.

JEAN PIAGET'S STAGES OF COGNITIVE DEVELOPMENT continued

7 years to 11 years	Implications	Activities
Able to hold in his mind the events which occur during a sequence of events-and shows understanding of the relationship between events.	Environment needs to be more complex but still offer opportunities for success.	
Has the ability to understand the reversability of actions and thoughts.	Social implications are present because the child is able to see another person's point of view.	

Marjie Nolley
1982

"PARENTING IN THE'80s"

5th Week

I. SOCIAL/EMOTIONAL DEVELOPMENT OF YOUNG CHILDREN

Overview: To identify normal stages of social and emotional development of children from birth to 12 years of age and to understand the importance of a positive self-concept to a child's total development.

- Erik Erikson's theory of social-emotional development
- definition of self-awareness, self-concept, and self-confidence
- activities that contribute to a child's feeling of success
- Lawrence Kohlberg's stages of moral development

II. FAMILY RELATIONSHIPS

Overview: To understand the diversity of family structure, and to identify different family members and their importance to children. To recognize the family as a child's primary teacher.

- different kinds of family structure in America today
- importance of the parents' role as a child's primary teacher
- factors in parent/child relationships which contribute to each child as an individual
- the parents' role in the development of independence
- effects of inconsistency, rejection, or inadequate care on a child's development of independence
- community resources available to help develop parenting skills and family relationships

"PARENTING IN THE '80s"

ERIK ERIKSON'S EIGHT STAGES OF MAN

Stage I - Infancy through 12 months
Trust vs. Mistrust: Hope

The infant soon discovers whether his physical needs will be met or not. He is developing a capacity to trust his inner and outer experiences. The infant is becoming familiar with his own body and the environment around him. If the infant's needs are met consistently and with affection, the infant will develop a sense of trust in himself and other people. The quality of nurturing and care is very important in the development of this basic trust or hope. Inconsistant, inadequate , or rejecting care may prevent the infant from developing the capacity for trust or hope.

Stage II - Second year
Autonomy vs. Shame and Doubt: Will

The child is now developing muscular control, has the ability to move about and is intensly curious about everything. Toilet training usually begins during this time. The child is testing his will, experiencing a need for self-control and is in the process of breaking away from adults. How the parents and other caregivers respond to such feelings of independence will strongly influence whether he develops a positive balance between his needs for independence (autonomy) and his continued need for nurture. Restrictive control in such matters as toilet training, exploration of the environment and the child's desire for independence may result in the child being overburdened with feelings of shame and doubt which could lead to a lifelong sense of basic insecurity.

Stage III - 3-5 years of age
Initiative vs. Guilt: Sense of Purpose

During this stage, the child's increased physical and intellectual capabilities will encourage him to try many new tasks and develop new skills. The child who has passed through the autonomy vs. shame and doubt stage successfully, will tackle new tasks eagerly, expecting to succeed. But he is apt to misjudge his abilities and try to do more than he has the ability to do, or his new aspirations may be forbidden by parents or other caregivers. The child must come to terms with both his new powers and the limitations of his abilities. The child needs adults who will encourage his abilities and skills and who will plan opportunities for the child and adult cooperation. Children who pass through this stage successfully, develop self-confidence and a mature sense of purpose.

ERIK ERIKSON'S EIGHT STAGES OF MAN continued

Stage IV - 6-11 years
Industry vs. Inferiority: Competence

Children who have successfully developed a sense of trust, autonomy, and initiative now have the opportunity to achieve a sense of industry. The child is now learning the basic academic skills which will enable him to become a productive member of society. Socially, he is developing the ability to cooperate which will give him a feeling of self-confidence in dealing with peers and adults. The child receives satisfaction by using his skills to perform according to his own and other's expectations. The child who did not come to grips with his limitations during stage III, may now set goals so high they are unobtainable and, as a result, will meet failure which leads to a sense of inferiority which will, in turn, prevent him from trying.

The second danger of this stage is a need to over-achieve and to value work above all else. This excessive attitude will tend to alienate him from his peers and, in turn, will restrict his ability to form the social skills of a give and take society.

The following four stages complete Erikson's theory.

Stage V - 12-18 years
Identity vs. Role Diffusion: Fidelity

Stage VI - Young Adulthood
Intimacy vs. Isolation: Love

Stage VII-Adult Middle Years
Generative vs. Stagnation: Caring for others

Stage VIII-Old Age
Ego Integrity vs. Despair: Wisdom

For further reading on Erik Erikson, the man and his work:

Coles, Robert, Erik H. Erikson: the Growth of His Work, Little-Brown, 1975, a biography.

Evans, Richard I., Dialogue with Erik Erikson, Harper and Row, 1967. Interviews with Erikson about his eight stages, his cross-cultural and historical studies, also his views on psychoanalysis.

Elkind, David, "Erik Erikson's Eight Ages of Man", New York Times Magazine, April 5, 1970.

Erikson, Erik, Childhood and Society, Second Ed., W.W. Norton and Co., Inc., New York, 1950, Chap. 7, "Eight Stages of Man".

Hubley, John and Faith, "Everybody Rides the Carousel", Pyramid Film Guide, Pyramid Films, California.

"PARENTING IN THE '80s"

Lawrence Kohlberg's theory of Moral Development

Level I: Preconventional or Premoral

At this level of moral reasoning decisions concerning good or bad and right or wrong are based on the consequences of that decision or action. Important also at this stage is the obvious physical power of the person in authority.

This premoral level is divided into two stages:

Stage I - the consequences of an action determines how "right" or "wrong" that action is. Moral decisions result from obedience to power and an attempt to avoid punishment or receive rewards.

Stage II - Moral or "right" decisions result from a desire to satisfy one's own needs and occasionally the needs of others. Morality at this level is a matter of "I'll help you and you help me."

Level II: Conventional Level

At this level moral decisions are based on conforming to the expectations of family, friends, or country with little critical reflection of those standards.

Stage III - "Good behavior" is that which pleases or brings praise/reward but from others. Such behavior is deemed to be helpful to others but there is little thought given to the consequences of actions beyond the approval of peer groups or people in authority. At this stage of moral reasoning, behavior is judged by intentions - "he means well" becomes important.

Stage IV - Unquestioning respect of authority, fixed rules, and conforming to the rules of a social order is the basis for moral reasoning at this stage. Right behavior is respecting authority, and doing one's duty according to the existing social order.

Level III: Postconventional Level

At this final stage the individual perceives moral decisions in a broad scope, beyond what is "right " or "wrong" to a given group. Individual is able to put into perspective the effect of decisions and reflect universal principles.

Lawrence Kohlberg's theory of Moral Development

Level III: Postconventional Level continued

Stage V - Right action is based on the obedience laws which are based on general individual rights and standards which have been agreed upon by the society as a whole. There is a clear awareness of the importance of personal values and opinions with an emphasis upon the procedure to forming the laws (rules) of a society. The individual has a responsibility to form personal values and opinions. The result is an emphasis upon the "legal point of view" but with the possibility of changing the laws through procedural forms (channels) rather than a freezing of law and order as in stage 4. Laws are to be obeyed but may be changed through accepted procedure: this is the "official" moral stance of the United States Constitution and government.

Stage VI - Right is defined by abstract and ethical principles based on conscience, universality, and consistency, not concrete moral rules. These universal principles respect the dignity of human beings and contain such concepts as justice, equality, and human rights.

Development through the levels of Kohlberg's stages will vary from person to person, but research indicates there is some correlation to age:

- children under 5 years do not understand rules or follow logical moral reasoning
- children by age 7 usually mature through Level I
- children 11-13 years of age usually mature through Level III
- adults move toward Level III

Individuals may become frozen at any level, and less than 20% of the adult population are able to reason at Level III. Less than 5% of adults are able to reason at the IV level.

Source: Lawrence Kohlberg, "The Cognitive-Developmental Approach to Moral Education," Phi Delta Kappan, June, 1975, pgs. 760-677.

"PARENTING IN THE'80s"

COMMUNICATION SKILLS FOR PARENTS

5th Week

Good communication begins with parents who work to develop their own skills and furnish a model for their children.

The basis for communication skills is formed by the attitudes, actions and interactions between parents and infants.

Learning to listen is an important part of parent-child communication.

Tone of voice and body language can encourage or discourage a free exchange of ideas between parents and children.

Helping children to understand and accept their own feelings of anger and to learn acceptable means of expressing anger is an important communication skill.

The parent who understands unexpressed feelings as well as spoken words can help children find their own answers.

Respecting the privacy of children and keeping their confidence will keep the lines of communication open.

Questions concerning sex should be answered factually and straight forwardly, using correct terms. Only necessary information need be given.

A family rap session which gives all members an oportunity to be heard is important in building family rapport and keeping lines of communication open.

A sense of humor and a willingness to try another time or another way is basic to good communication and good human relations

"PARENTING IN THE '80s"

6th Week

I. OVERVIEW OF GUIDANCE TECHNIQUES WITH YOUNG CHILDREN

Overview: To explore the primary goals of guidance by discussing the effects of different guidance techniques and determining the difference between guidance and punishment.

- primary goals of guidance
- definition and discussion of guidance techniques
- age appropriate behaviors of children, age 18 months to age 12

II. APPLICATION OF APPROPRIATE GUIDANCE TECHNIQUES

Overview: To explore the appropriate use of various guidance techniques by recognizing the importance of understanding the feelings of children and establishing the responsibility of both the child and the adult regarding behavior.

- methods of guidance
- importance of the recognition of feelings
- ways of helping children to recognize and to label feelings
- the child and his/her responsibility to others
- community resources available to parents to aid in the guidance of children.

DEVELOPING RESPONSIBILITY IN CHILDREN

Responsibility cannot be taught, it must be experienced. Responsibility can only be experienced if it is given.

Parents should be selective in what responsibilities they give to children, a child should never be made to feel isolated or insecure. The following are suggested "safe" areas of responsibility to give children.

- Expect the child to do things for himself, while understanding what his capabilities are.
- Encourage learning new skills, especially first attempts to do things for himself.
- Allow a child plenty of time to learn.
- Give a child credit for helping, even if you do most of the work or have to redo his work. It is his effort that counts, not the outcome.
- Suggest an easier or better way to do something when necessary, but leave the final decision up to the child.
- Allow the child the privilege of learning through his mistake without feeling guilty for having made a mistake.
- Show the child you trust and have confidence in him.
- Be sure the child realizes his help is benefiting the whole family, not just himself.
- Use guidance or discipline to help the child change undesirable behavior to more acceptable behavior.
- Have realistic expectations of the child, don't expect more of him than he can give.
- Be responsible yourself. A child learns through the adult's example.

Marjie Nolley
Hilda Linn
May 1982

AGE APPROPRIATE BEHAVIORS

Childhood is such an active time. Bodies and minds are growing and developing in rapid order. There is so much to do, see, learn, and feel. Sometimes parents are bewildered by the rapid changes not only in the child's physical size but also in changes in behavior. Children may be agreeable and sweet in one stage and suddenly less sociable in another. They begin pulling away from the family, often before the parents are ready to let them go! Realizing that such behavior changes are normal and are experienced by other parents can often be a great relief.

Remember there can be a wide range of differences between individual children. Each child is a unique being with different temperaments, abilities, and responses to the environment. The following is a list of behaviors which children may display:

Infants
- smile, laugh, and grin at faces
- under 4 months of age, spend most of their day sleeping
- communicate through crying
- enjoy playing games with adults
- may show fear of strangers about 6-8 months of age

Toddlers
- begin to show a desire to be independent
- may oppose you with "no"
- speaking vocabulary increases rapidly
- will play beside other children, but does not play with them
- have short attention span
- appetite begins to wane and may become a picky eater
- may display aggressive behavior toward other children i.e., biting, pulling hair, hitting, grabbing toys, etc.
- are constantly on the move
- love to run, jump and climb
- have no understanding of danger
- are intensely curious and into everything

3 year olds
- begin to play and cooperate with other children
- replace hitting, biting, etc. with more socially acceptable behavior
- attention span is still short but it is considerably longer than it was at two years old

3 year olds - generally cooperate and are pleasant to be with
- enjoy trying new things
- appetite continues to lag

4 year olds - get along with other children and adults
- enjoys complex fantasy games and play
- is able to verbalize feelings and desires
- enjoy having simple routines
- desire more responsibility but often need adult help
- continue to be active and may become exhausted without realizing it

5 year olds - are proud of skills and abilities
- eagerly tackle "new" tasks
- have strong desire to conform to rules, authority, and expects others to feel the same way
- enjoy games with 2 to 3 others but he is not ready for competive games
- may seem brash and boastful, but actually self-confidence is shallow
- enjoy small groups and have special friends
- may begin to tell "wild stories" or greatly exaggerate a story with true beginnings
- are independent and continue to develop self-control
- display intense emotion but anger and disagreements are soon forgotten

6-8 year olds - are becoming less self-centered
- display ability to deal with reality
- enjoy being productive
- are proficient at self-help skills i.e., dressing, bathing, toileting
- privacy is beginning to be important

Between 9-12 years old - peers have great influence
- able to express feelings in socially acceptable ways
- enjoy spending night at friends and vice versa
- are capable of making decisions
- learn the pleasure of work and works diligently at tasks
- show preference for friends of the same sex
- look for "rewards" for accomplishments i.e., badges, grades, money
- increase academic and physical skills

Sources: Berger, Kathleen, The Developing Person, New York, Worth Publishers, Inc., 1980.

Williams, Joyce and Marjorie Stith, Middle Childhood, Second Edition New York, Macmillian Publishing Co., Inc., 1980.

GUIDELINES FOR HELPING CHILDREN IDENTIFY FEELINGS

Emotions are frequently intense and dramatic, but children many times don't realize what emotion they are experiencing. In order to be able to deal effectively with the outward expression of their feelings, children need to know what the feeling is i.e., love, anger, disappointment, etc. and what the appropriate reaction to that feeling is. We do not want children to merely control their anger, we want them to show anger in appropriate ways. There are various phrases and words which can be used to a) tell the child what emotion he is feeling at that moment, b) place a limit on his behavior, and c) to give an appropriate outlet for that feeling.

Examples

- "I know you are angry with Johnnie, but I cannot let you hit him. You may hit the pillow (or playdough or sand) instead."
- "Use your words to tell Susie how you feel."
- "I can see you are disappointed. What can I do to help you?"
- "I can see you are frightened by the big dog so let me hold your hand while we walk by him."

When a child has done a good job on something, comment on the job rather than the child. Rather than "That's a good boy and girl," say "It took muscles to open that heavy door" or " I can see you are pleased with your work."

Marjie Nolley
May 1982

"PARENTING IN THE '80s"

TECHNIQUES FOR BUILDING A POSITIVE SELF-CONCEPT

Remember: Children want what adults want; love, approval, recognition, affection and success.

Find times to physically touch a child in a warm loving way. It is important to show affection and approval when a child is happy as well as when he is not.

Get down to the child's physical level so you can establish eye-to-eye contact with him.

Make sure your body language and tone of voice are sending the same messages as your words. Children are confused when nice, pleasant words come through clenched teeth!

Allow the child to be as independent as possible, still giving help whenever needed.

Encourage self-expression and give opportunities for activities where there is no "right" or "wrong," such as fingerpaint, crayons with large blank pieces of paper, materials for a collage etc.

Avoid comparing children. Respect each child as an individual with unique abilities.

Accept the child where he is; shaming a child destroys good feelings about himself, a child should not be made to feel guilty.

Give the child a choice only when you are willing to accept his decision. "Do you want to go to bed now?" is not a choice a child has the power to make, but, "Do you want to wear the red shirt or the green shirt?" is a valid choice.

State your desires in positive language. It is better to say, "We talk in whisper voices in the library," rather than "Don't talk so loud."

Marjie Nolley
Hilda Linn
May 1982

"PARENTING IN THE'80s"

6th Week

SELF-CONCEPT

A person who has a good self-concept:

Feels comfortable about himself.
Is not upset over his emotions - can handle simple fear, anger, love, guilt, jealousy, and worry.
Can take normal disappointment.
Has a tolerant, easy-going attitude towards himself as well as others; he can laugh at himself.
Neither under-estimates or over-estimates his own abilities.
Can accept his own shortcomings.
Has self-respect.
Feels able to deal with most situations that come his way.
Can get satisfaction from the simple pleasures.

A person who has a good self-concept:

Feels right about other people.
Is able to give love and to consider the interests of others.
Has personal relationships that are personal and lasting.
Expects to like and trust others, and takes it for granted that others will like and trust him.
Respects the many differences he finds in people.
Does not push people around, nor does he allow himself to be pushed around.
He can feel he is a part of a group.

A person who has a good self-concept:

Feels a sense of responsibility toward his home, neighborhood, and school.
Does something about handling his problems.
Accepts responsibilities.
Decides long range goals and short term goals.
Adjusts when necessary.
Plans ahead but does not fear the future.
Welcomes new experiences and new ideas.
Makes use of his natural capacities.
Sets realistic goals.
Is able to think for himself and make his own decisions.
He puts his best effort into what he does, and gets satisfaction out of doing it.

Hilda Linn
1982

"PARENTING IN THE'80s"

7th Week

I. OVERVIEW OF NUTRITION, HEALTH, AND SAFETY FOR YOUNG CHILDREN

Overview: To identify the interrelationship of nutrition to a child's behavior and learning. To identify current information on required childhood immunizations and common childhood diseases. To discuss the importance of "safety consciousness" when caring for children.

- introduction to terms used in the study of nutrition
- essential nutrients and their functions
- Four Basic Food Groups and main nutrient in each group
- difference between "fortified food" and "enriched food"
- accidents during childhood
- immunizations required for admittance to any child care facility in the State of Texas
- causes, symptoms, and prevention of common childhood diseases

II. NUTRITION, HEALTH, AND SAFETY AT HOME WITH YOUNG CHILDREN

Overview: To discuss how a family's attitudes and values will affect a child's eating habits. To identify poisonous material found in both home and yard and appropriate precautions to take in dealing with these poisonous materials.

- developmental stages affecting eating habits
- eating experiences that contribute to a child's intellectual, physical, emotional, and social development
- evaluate family environments, including house, garage, and yard

"PARENTING IN THE '80s"

7th Week

VITAMINS

Vitamin C-water soluble

Needed for:	aids in healing process lowers blood cholesterol levels helps fight infection proper formation and function of bones, teeth, blood vessels, muscles, and vital organs
Sources:	citrus fruits strawberries tomatoes green peppers cantaloupes spinach broccoli peas
Deficiency may cause:	swollen gums anemia

Deficiency disease is called Scurvy.

Vitamin B complex-water soluble

Needed for:	cell respiration growth of skin, eyes, and nerve tissue blood absorption of protein
Sources:	dried beans pork oats whole wheat flour nuts brown rice egg yolk peanut butter
Deficiency may cause:	fatigue loss of appetite mental depression dizziness insomnia

Deficiency disease is called Beriberi.

VITAMINS continued

Vitamin A-fat soluble

Need for:	night vision maintenance of cell structure fight infection fight tooth decay bone structure proper function of nervous system
Sources:	red meat fish egg yolk carrots broccoli sweet potatoes acorn squash cream in milk butter or fortified margarine
Deficiency may cause:	slowness of eyes to adjust to light or dark dry, scaling skin

Liberal supply needed during prenatal and early childhood.

Vitamin E-fat soluble

Needed for:	normal reproduction normal life of red blood cells (little is known about this vitamin)
Sources:	wide variety of food diets are usually sufficient in vitamin E

Vitamin E is believed to be a necessary link in the body's use of protein.

Vitamin D-fat soluble (easily destroyed by light)

Needed for:	proper use of calcium and phosphorus in blood growth of muscle tissue
Sources:	few natural foods supply this vitamin sun (ultra-violet rays) traces of Vitamin D are found in liver sardines salmon cod tuna herring eggs

VITAMINS continued

Vitamin D continued

Sources: fortified foods (must be labeled as such)
- milk
- cereals
- breads
- fruit juices
- margarine

Deficiency may cause a bone condition called Rickets, which manifests itself by curved long bones in the legs and spine, early tooth decay and stunted growth.

The sun is not a dependable source for most Americans because air polution and even windowpanes screen out ultra-violet rays.

Vitamin K-fat soluble

Needed for:
- normal blood clotting
- some indication this vitamin is necessary for absorption of vitamin A
- liver function

Sources:
- green leaf vegetables
- cauliflower
- cabbage
- trace amounts in meat

Deficiency may cause: abnormally long time for blood to coagulate

SOURCE:

Chaney, Margaret and Ross, Margaret, Nutrition, Eighth Ed., New York, Houghton-Mifflin Co., 1971.

"PARENTING IN THE '80s"

7th Week

A WORD TO PARENTS CONCERNING YOUR CHILD'S HEALTH STATUS
from The Texas Department of Health

In order to protect your children against a number of childhood diseases, Texas law requires that all children admitted to child-care facilities be immunized against diphtheria, tetanus, pertussis, polio, measles and rubella.

Upon enrollment, you are required to present an immunization certificate, validated by your doctor or health clinic, showing the immunizations your child has had. If he/she is not fully immunized, it will be necessary for you to see that all immunizations are completed as each vaccine becomes due.

CHILD-CARE FACILITY IMMUNIZATION REQUIREMENTS-------

Age Group	Immunizations Required
Under 2 months	No immunizations required
2 months to 4 months	1 dose of oral polio vaccine (OPV). 1 dose of diphtheria-tetanus-pertussis (DTP) vaccine.
4 months to 6 months	2 doses of OPV. 2 doses of DTP vaccine.
6 months to 18 months	2 doses of OPV. 3 doses of DTP vaccine.
18 months to 5 years	3 doses each of OPV and DTP vaccine. 1 dose each of measles, rubella, and mumps vaccines.
5 years and older	3 doses each of OPV and DTP vaccine. 1 dose each of measles, rubella, and mumps vaccines.

"PARENTING IN THE'80s"

7th Week

SAFE TOYS FOR YOUR CHILD

SOURCE: U.S. Government Printing Office: 1972, Washington, D.C.

WHAT CAN YOU DO?

- Avoid toys that have sharp edges and protrusions, such as a bird with a pointed beak that can be jabbed in your child's eyes.
- Remove any splinters or projecting nails from boxes or other equipment before giving them to your child. Select toys with rounded edges and smooth surfaces.
- Make sure that plastic is used and not plate glass in toy car, truck, or airplane windows.
- Avoid toys that are poorly constructed, like a rattle that could break apart and free little balls for the child to swallow, and noise makers and squeaker toys with metal mouth pieces or squeakers that fall out.
- Avoid toys that have detachable parts, such as button eyes that your child can put in his ears, nose, or mouth. Dolls with embroidered or firmly glued eyes are safer.
- Check to see that stuffed toys are filled with hygienic material that is washable and can be changed.
- Avoid dolls with fluffy trimmings that the child can pull off and put in his mouth.

WHAT TO LOOK FOR

- Look for the UL (Underwriters Laboratories) seal on electrical toys. It shows that the toy has been tested for safety of its electrical parts.
- When painting a child's crib or toys, use only paints that are labelled "lead-free," or "non-toxic." These paints will not contain antimony, arsenic, cadmium, mercury, selenium, or soluble barium, which could be harmful to your child. Since not all paints are so labelled, look for and use only those that are marked: "Conforms to American standard Z66.1-9: For use on surfaces that might be chewed by children."

OUTDOOR EQUIPMENT

Although there is no specific age when a child starts using playground equipment, skates, bikes, or other outdoor toys, he should be old enough to know the dangers of such equipment and be taught to follow certain rules:

- Bicycles, tricycles, or sleds should not be used where there is traffic, and should be used carefully in areas where other children are at play.

- Roller skates should be taken off before crossing the street.

You, as a parent, should see to it that swings and other playground equipment are firmly placed in the ground, away from walls and fences, and out of the direct line of automobile or pedestrian traffic. The equipment should be the right size for the child and assembled according to the directions of the manufacturer.

THE CARE OF YOUR CHILD'S TOYS

How you care for your child's toys is almost as important as the selection of his toys. Many accidents are the result of carelessness and could have been avoided if certain precautions were taken. A few things to remember are:

- Don't leave indoor toys outdoors overnight. Rain or dew could damage the toy and increase the chance of accidents.

- There should be a special place for a child to keep his toys. They should be stored on toy shelves or in a box or chest or special room or area where they cannot easily be damaged or cause someone to trip over them.

- As soon as your child is able to walk and move about, he can usually be trained to put his toys away.

- Broken toys are hazardous and should be discarded. Arms of dolls or stuffed animals, for example, are often attached by sharp pieces of metal that could be injurious to your child.

Act to include "electrical, thermal, and mechanical" aspects of playthings and other children's articles. This legislation is the responsibility of the Food and Drug Administration's Bureau of Product Safety.

- The National Safety Council has a Child Safety Committee to help assure the safety of children, including their toys. The Committee also follows up on complaints about dangerous toys.
- The Toy Manufacturers of America, a trade association of domestic producers of toys, games, and decorations, drafts general safety guidelines for distribution throughout the industry.

BUT, REMEMBER . . .

A toy is only as safe as its owner. Rules and guidelines will not protect your child if he is careless with his toys or if you select an "unsafe" toy. If you remember to select toys carefully and teach your child the necessary safety rules, toys and play will be both safe and enjoyable.

"PARENTING IN THE'80s"

7th Week

Child-proofing your home protects the children. It also makes your job easier because you will not have to over use "Don't touch," "Be careful." "Watch out," and "No-no."

CHILD-PROOF YOUR HOME:

* Cover electric outlets or install safety plugs from the variety or hardware store.

* Place electrical equipment where you don't need extension cords. Roll any surplus cord as the manufacturer does.

* Put all electrical cords for appliances such as toasters, irons and radios out of the children's reach. Push your TV against the wall so children can't get to the cord or to the back of the TV.

* Remove furniture which upsets easily, has sharp corners, or can break.

* Waterproof beds and cribs with oil cloth, rubber sheets, fitted plastic sheets with elastic corners or waterproof crib pads of double, textured cotton flannel. Do not use thin plastic such as cleaning or vegetable bags.

* Children seem to find such things as splinters and loose nails more quickly than adults. A thorough search by you may prevent an injury later.

* Set your water heater at normal to prevent accidental scalding.

* Keep medicines and household products in their original containers, stored separate from foods, out of children's reach, and under lock and key.

* Place a high latch on all doors leading to outdoor spaces unprotected by a fence and on inside doors you don't want children to use.

* Install gates across stairs and across your kitchen entrance.

* Be sure there is no way for a child to lock himself inside the bathroom.

* Any peeling paint should be removed. Lead contained in paint eaten by children seriously poisons them.

* Place a screen or other protective device around space heaters.

CHILD-PROOF YOUR YARD:

* Remove poisonous plants like oleanders and elephant ears. Seeds, berries and pods of some plants such as castor beans, mistletoe, red sage (lantana) and azaleas are deadly.

* Enclose your air-conditioning unit.

* Remove catches or doors on old refrigerators and chests. Children like to hide in these and they can smother.

* Put away outdoor tools, lawn mowers, and other equipment children should not play with where children can't get to them.

* If a car has to be in the yard, set the emergency brake and remove the keys. Close the windows and lock the doors.

* Place garbage cans outside the yard or behind a barrier.

* Make sure the yard is free of such things as rusty nails or broken glass.

* Check your fence for protruding wires.

* Check to see that you have no stinging ant hills, wasp nests or breeding places for mosquitoes in your yard.

(Excerpted from: When You Care for Children, Texas Department of Human Resources, 1976.)

"PARENTING IN THE'80s"

8th Week

I. RESOURCES AVAILABLE FOR FAMILIES

Overview: To identify specific community resources and their services available in Dallas County for families. Discuss appropriate places for family activities.

- community agencies available for referral to families
- criteria for planning a family outing

II. CONCLUDING DISCUSSION OF PARENT CONCERNS

Overview: Discuss how seminar sessions have dealt with the original concerns of the participants, and evaluate the "Parenting in the'80s" sessions.

- original concerns of the parents
- evaluate the seminars

Partial listings of resources available for families in Dallas County.

Community Services- Counseling

Dallas Child Guidance Clinic
2101 Welborn Street
Dallas, Texas

Plano Child Guidance Clinic
1111 Avenue A
Plano, Texas

Parents Without Partners, Inc.
11035 Harry Hines
Dallas, Texas

Parents Anonymous, Inc.
4407 West Lovers Lane
Dallas, Texas

Child Care Information

For questions regarding child care or licensing standards please call:
Texas Department of Human Resources
Day Care Licensing Office
4533 Ross Avenue
Dallas, Texas

Legal Services

Dallas Legal Aid Society, Inc.
708 Jackson Street
Dallas, Texas

Dallas Legal Services Foundation, Inc.
810 Main Street
Dallas, Texas

Family Services

Jewish Community Center of Dallas
7900 Northaven Road
Dallas, Texas

Dallas County Community College District
The seven campuses offer courses in life-long learning for families.
Phone numbers and addresses are listed in the telephone book.

Dallas Public Libraries
Dallas County Public Libraries
Branches throughout the city and county. Please call specific branch for information.

Family Services continued

Health and Science Museum
Museum of Fine Arts
Aquarium
Planatarium
Museum of Natural History
Texas Hall of State
Fair Park
Perry Avenue
Dallas, Texas

Dallas Zoo
621 East Clarendon
Dallas, Texas

Nature Trail Information
421-2169

Old City Park
700 Park Avenue
Dallas, Texas

Parks and Recreation Departments throughout the county. Check phone book for specific parks.

Safety

Poison Information Center
429-9142 - emergency metro number
(817) 336-6611 - all other calls

Special Problems

Callier Center for Communication Disorders/University of Texas at Dallas
1966 Inwood Road
Dallas, Texas

Family Guidance Center
2200 Main Street
Dallas, Texas

Family Outreach Program
6434 Maple Avenue
Dallas, Texas
Branches throughout Dallas County

The Family Place
941-1991 - emergency hotline

Source: 1981 Directory of Health, Welfare and Recreation Services for Greater Dallas, compiled and published by Community Council of Greater Dallas, 1900 Pacific, Dallas, Texas 75201

Appendix I
Art Recipes

Cornstarch Finger Paint-

1½ T. cornstarch to each cup of water
Add food coloring
Mix cornstarch with water to smooth consistency.
Cook.

Shaving Cream-

Spray on table and have fun!

Starch and Water Finger Paint-

½ C. laundry starch
½ C. cold water
4 C. boiling water
liquid or dry tempera (2 T.)

Mix starch and cold water until smooth and creamy.

Cornstarch Mixture-

1 1/3 C. water
2 C. salt
1 C. cornstarch

Combine salt with 2/3 cup water, boil, mix cornstarch with 2/3 cup water, stir until smooth, combine two mixtures. Keep in airtight container.

Cooked Play Dough-

1 C. flour
½ C. salt
1 C. water
2 T. oil
2 tsp. cream of tartar

Heat until ingredients form ball.
Add food coloring.

Homemade Paste-

1 C. flour
1 C. sugar
4 C. water
1 tsp. alum
2 drops oil of cloves

Mix and cook in the top of a double boiler stirring constantly until the mixture thickens. Beat the mixture with a rotary beater while cooking to prevent lumping.
Store in airtight container.

Salt Paint-

1/3 C. salt
¼ tsp. food coloring
Mix together
Spread in pan to dry before putting in shakers.

Appendix I

Sally's Play Dough Recipe (Sally Wysong)-

1 C. flour
1 C. water
1 T. oil
1 T. alum
½ C. salt
2 T. vanilla
food coloring

Cook over medium heat, stirring constantly until it reaches the consistency of mashed potatoes.
Remove from heat and add vanilla and color.
Divide into balls, and work in color by kneading.

Sparkle Paint-

1 C. salt
1 C. flour
dry tempera paint

Mix together then add enough water to squeeze through squeeze bottles.

Iridescent Soap Bubbles-

1 C. water
2 T. liquid detergent
1 T. glycerine
½ tsp. sugar

Mix all ingredients.

Watercolor Fun-

Soak a piece of drawing paper. Ask child to paint on the wet paper immediately. Watch as the watercolors blur and blend together as the children paint.

Papier Maché Recipe-

Tear newspaper into ½ inch strips or shred paper into small pieces.
Soak paper in water for 24 hours.
Squeeze out excess water and add flour paste.

Noodle Dying (cooked)-

Cook noodles as package directions state.
Add food coloring to water.
Drain noodles, keep in airtight container.
Press wet noodles on paper.

Noodle Dying (uncooked)-

Fill jar with 1 cup rubbing alcohol, 2 tablespoons water, and a few drops of desired color. Add noodles to jar and cover tightly.
Shake or soak until desired color is obtained. Let dry before using.

Gook-

½ C. cornstarch
1 T. water

This is called the "obsequious" liquid,

Gook cont.-

it pours and stirs like a liquid but cleans up like a solid. Throw away in the trash, not down the sink.
Wonderful for pouring, mixing, measuring, using with a funnel.

Silly Putty-

½ C. white glue
½ C. liquid starch

Mix together until the liquid starch is absorbed into the glue. Color with food coloring.

Christmas Ornaments-

4 C. flour
1 C. salt
1-½ C. water

Mix thoroughly and roll out to ¼-½ inch thickness.
Cut into desired shapes.
Insert hanger or punch hole.
Bake at 350° over until light brown.
Paint with tempera paint.

Additional Finger Painting Suggestions-

Try painting on table rather than finger paint paper.
Change of texture to the finger paint, add sand, cornstarch, salt, coffee grounds, fine sawdust .
Large work area is best. It gives freedom to use rhythmic movements with arms.

Soap Paint-

1½ C. soap flakes
1 C. hot or warm water

Whip with an eggbeater until stiff.

(Source: Flemming, Bonnie, Mack, Darlene Softley Hamilton, Resources for Creative Teaching in Early Childhood Education ——— Fun While Learning Together, July 28, 1979, Denton Children's Fair).

Appendix II
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